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ABSTRACT

Developed for teachers of educable mentally impaired students at the early elementary level in the Detroit Public Schools, this lesson plan format uses performance objectives based on the annual goals and short-term instructional objectives cited in students' Individualized Education Programs (IEPs). The format is intended to be concise and useful to members of the monitoring team and local administrators during the annual review process. Performance objectives compiled from a variety of curricular materials are cited and classified according to seven deficit areas: (1) handwriting and letters; (2) reading; (3) oral and written language; (4) auditory and visual perception; (5) mathematics; (6) attending skills; and (7) miscellaneous (health, science, social studies, citizenship). Several planning worksheets, student progress sheets, and handwritten sample lesson plans are appended. (JW)

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A DEMONSTRATION IN EXPEDIENCY IN WRITING LESSON PLANS FOR AN EDUCABLE MENTALLY IMPAIRED EARLY ELEMENTARY ADJUSTMENT PROGRAM

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"Our commitment to the growth and development of students must be central and pervasive and must take precedence over all other considerations"

A CALL TO ACTION!

The Detroit Public Schools has a colorful history of providing its diverse handicapped population with a broad and flexible continuum of special education programs. These educational programs are designed to accomodate the cognitive, affective and psychomotor development of the handicapped children with varying disabilities. This task requires that we meet all the academic objectives appropriate to the regular education curriculum with modifications for the student with special needs in the educational environment. These modifications include constructing materials, employing various teaching strategies and teaching to and through the student's learning strengths. It is the intent of the special education teachers and other staff members to provide good educational settings so students

may be successfully returned to the regular grades whenever possible.

Other program innovations and expansions are made whenever necessary to provide the handicapped students in Detroit Public Schools with more options and educational opportunities. Mainstreaming experiences in the least restrictive environment options are included in the general school plans and considered as a priority in terms of establishing regular education/pupil ratios and the acquisition of teacher service. Ensuring equal access to all local programs for the special education child is vital to the development of the child with special needs and can be achieved through the concerted efforts of those at the local level. The practice of mainstreaming is followed in all special education programs in the Detroit Public Schools.

Under the Detroit Board of Education 1983 Centralization, special education remained a central level operation. However, the name was changed from the Department of Special Education to the Office of Special Education.

The students in Detroit Public Schools special education programs are processed according to the mandates of federal and state laws prior to placements. A student suspected of having a handicap may be referred by parents, teachers, licensed physicians, social workers nurses or representatives of other agencies. However, parents, schools and other agencies have the priority for direct referrals.

Students are referred to the Office of Special Education because of their failure to adjust to the academic or social expectations of the regular education programs. Many intervention strategies must be tried by the regular teacher/school before a referral for special education evaluation is made.

The extent and type of program depends upon the nature and degree of handicap as defined by the Individualized Educational Planning Committee(IEPC) according to the eligibility criteria in Rule 340.1705 of the Michigan Special Education Code(PA451). After the eligibility is determined by the Multidisciplinary Evaluation Team(MET) then the Individualized Education

Program(IEP) is written by the committee. This IEP describes the instructional program for each child in the Detroit Public Schools identified for Special Education programs and services.

Evaluation of each student in special education is a constant activity either by the teacher, supervisory staff or the local administrator. As mandated by law, Annual Review usually in the spring is conducted for each special education child in the Detroit Public Schools special education programs. This year March 6, 1986 was declared as Release Day by the Office of Special Education to conduct this extensive evaluation. At the Annual Review the student's progress is evaluation for continuation of the present program, a change in program, a return to regular grade and/or a referral for additional diagnosis.

The purpose of the three-year re-evaluation is to determine if the special education student is still eligible in his/her disability area. If the student is a new IEP must be developed if not the student is returned to regular grades to continue his educational process.

The Early Childhood Program for the Educable Mentally Impaired as well as the other special education delivery services of the Detroit Public Schools operate according to the mandates of the following legislative vehicles:

- The Education for All Handicapped Children Act (Public Law 94-142) which is the 142 law passed by the 94th United States Congress on November 29,1975 and signed into law by President Gerald Ford;

  and

- Section 504 which is the civil rights provision in respect to the handicapped that comes from the Vocational Rehabilitative Act Amendment (Public Law 93-112) of 1973;
- The Michigan Special Education Code (Public Act 451) of August 13, 1980, which is legislation of the Michigan State Legislature that is a revision of the Michigan Special Code of 1975 (Public Act 198).

In addition, Detroit Public Schools special education

programs and services operate according to the mandates of the Detroit Board of Education through the Office of Special Education.

The implementation of three city-wide programs by the Detroit Public Schools, which the EEA students participate in are:

- Detroit Objective Reference Test(DORT) a micro-reading computer system;
- Daily Oral Language/Written Expression(DOLWE) an oral and written language program designed bythe Special Education Language Specialists; and
- Detroit Assessment of Basic Curriculum Skills (ABCS), which provides information for the appraisal of regular elementary and middle school students progress in reading, writing and math skills.

PURPOSE

The purpose of this study is to (1) design a lesson plan format for the Special Education teachers in an Early Elementary Adjustment Program(EEA) (2) write detailed plans correlated to the ABCS and CAT tests(3) facilitate time for the state monitoring team in state compliance guidelines and (4) assess the student's academic growth in the EEA program.

Significance of the Study

The significant implications of this study are: (1) a continnum of educational goals from Early Childhood Program to high-school. The Short-Term Objectives and the Performance written in audit procedural form which makes modification of them more applicable to the Special Education Programs. Too, they can be a valuable evaluative tool at the Annual Review. At a glance, special education teachers can note those POs which the student has mastered and the nature of criteria used in making the evaluation. (2) an Inservice Training Session. The purpose of such a session would be a demonstration in expediency in writing lesson plans for the special education programs. The special education teacher must teach to the Individualized Educational Plan (IEP) as outlined by IEPC guidelines. The selective process of the IEP puts limitations on learning coverages. The accessibility to the many POs and the procedure of presentation of them could add to the student's educational growth. (3) lesson plan writing procedures presented by the writer to local administrators, special and regular education teachers, IEP administrators

and parents greatly enhance the Special Education programs. (4) mainstreaming into the least restrictive environment enable handicapped students to be educated with their non-handicapped peers with full access to local school programs and services. A successful mainstreaming program is dependent on cooperative efforts of the total staff to develop instructional support.

The Study

This is a study of lesson plan writing for an Educable Mentally Impaired EEA Program using the student's Annual Goals, Short-term Instructional Objectives and Performance Objectives. Even though this study was and is in progress at this time with special education students, one might expect similar results to be obtained with first graders in the regular classes, particularly those receiving Special Reading Assistance.

Over the past years, teachers of the special education programs have wrestled with the problem of writing concise lesson plans for their individual classes. The question is, "How do I write individual lesson plans for fifteen youngsters in my class?" The answer probably was, "I would need a ream of paper and two lesson plans weekly".

Periodically, the city wide special education meetings have allocated time for discussions and inservice of the components of lesson plan writing, as number one priority on the agenda. Several Individualized Educational Program administrators, supervisors of special education programs and state representatives have alluded to this need. However,

in spite of these inservices and various contributions made during the meetings, many teachers did not meet the state monitor's guidelines.

The writer's weekly lesson plans which consisted of four pages of microscopic handwriting was received with "ohs" and "ughs" by co-workers. However, this was a result of writing plans every week-end and spending at least an hour on each student's weekly objectives.

Procedure and Analysis

The lesson plans are developed by the special education teacher and reflect the Performance Objectives(POs) of each student's Short-Term Instructional Objectives(STIOs) from the Individualized Educational Plan(IEP). The POs must include three components: (1) the behavior or skill to be learned (2) the criteria used to determine the accomplishment of the behavior or skill and (3) the condition under which the student will perform the behavior, where appropriate.

A master sheet of Annual Goals(AGs) and Short-Term Instructional Objectives was developed from each student's Individualized Education Plan(IEP). Those students with similar STIOs were placed in the same group. When a student completes his individual PO he then tries another PO in another group.

The primary task was to present a preview and compilation of the POs from the wealth of materials and resources as

they are presently written. Some sources were newspapers, magazines, telephone directories, outdated texts and work-books. Also, many classroom observations of the boys and girls during "free time" activities.

This collection of Performance Objectives(POs) was categorized into seven deficit areas: (1) Handwriting and Letters (2)Reading (3) Oral and Written Language (4) Auditory and Visual Perception (5) Math (6) Attending Skills and (7) Miscellaneous. The last area includes health, science, social studies and citizenship subjects provides the special student with an awareness of the local school's education program.

The Teacher's Worksheet is a descriptive account of the time, number of students and the specific deficit area of the POs attempted by the students. At a glance the local administrator can identify specific skills the students are learning within a given time frame.

The Student's Progress and Mastery Sheet identifies non-mastery and mastery of the POs. Too, the numerical evaluation of the skills validates the report card and the Progress Report.

The exit criteria of Dort, ABCS and DOLWE will help the Special education student make a better transition into the mainstreaming program.

The Teacher's Instructional Worksheet explains the materials amd instructional procedures for a given objective. When teachers employ illustrations, demonstrations, examples and models, the subject content becomes intelligible to more students.

The Character Profile is the composite picture of the student's interest, performance level, behavior management, learning style, strength and weakness, which are all factors in the planning of curriculum and educational activities.

The principal at the local school reviewed the lesson plans as comprehensive, innovative and well written.

At the November Special Education city-wide meeting, the supervisor of Educable Mentally Impaired Programs, Early Elementary Adjustment EEA) Detroit Public Schools and Consultant of Monitoring Team, Wayne County Intermediate School District were in agreement as to the feasibility of this lesson plan format for the EEA programs

being developed under a broader area of educational goals for a curriculum. The IEP Administrator gave her approval on The Teacher's Compliance Form.

"Annual Goals" means a set of general statements which represent expected achievement over a year's time for the handicapped persons enrolled in special education programs or services.
Michigan Special Education Rule (340.1701(d)).

Annual Goals(AGs) are broad statements relating to the deficit skills area of the special education student without specific reference to observable behavior. They are determined from the statement of the present level of performance of the student which provides the purpose and focus of the individualized programming.

The AGs are mandated components of the Individualized Educational Plan(IEP) and written by the Individualized Educational Planning Committee(IEPC) according to the eligibility criteria in Rule 340.1705 of the Michigan Special Education Code (PA451).

The source of information in determining the AGs includes indepth evaluative assessments.

The requirements of the annual goals are:

1) based on the student's present level of educational performances.

2) written in terms of what skills the student will improve or learn.

3) written in terms of expected achievement for one year.

"Short-Term instructional objectives" means objectives written in measurable terms which relate to annual goals and represent expected achievement over several weeks or months but not more than one year.
Michigan Special Education Rules (R340.1701b(c)).

The Short-Term Instructional Objectives(STIOs) give a concise statement of what the student is to learn and the appropriate objective criteria, evaluation procedure and schedule for determining whether the STIOs are being achieved. The STIOs define how each AG is achieved and are, therefore, more detailed. There are two STIOs for each AG written on the IEP.

The short-term instructional objectives and annual goals are mandated components of the Individualized Educational Program(IEP) that is written by the individualized educational planning committee(IEPC). The current level of educational performance of the student is the primary consideration in writing the AGs and STIOs. The detailed reports of the MET members, parental input and the indepth observations of the student are the main

sources in determining the AGs and the STIOs on the IEP.

At the individual student's level there are three evaluation criteria which are utilized to determine if the objectives were achieved. The numerical criterion may be written as: accuracy, culumative count, grade level increase, letter growth, duration and percentage. The evaluation procedures define the methods or tools used in measuring the STIOs. They may include: pre-post basal text book tests, standardized tests, charts, logs, teacher made tests, teacher/student observations written in formal testing language and the Dort mastery time line. The evaluation schedules specify when the evaluation procedures occur. They indicate the frequency of evaluation such as "8/27/86", "first semester", "daily", "the second semester", "each card marking", or"August and October".

These short-term instructional goals(STIOs) help the classroom teacher to:

A. Plan instructions for each student's suspected deficit skill area.

B. Select and employ a number of instructional techniques.

C. Explore various resources for suitable materials in lesson objective presentation.

D. Acquaint the regular classroom teachers, parents and the community the positive strands of an individualized educational program.

E. Be accountable in the utilization of time, changes and energy spent per child to self and others.

F. Develop and make his/her individual materials.

G. Plan concise and meaningful lesson plans to share with other professionals.

This descriptive study of the Short-Term Objectives STIOs shows that they are:

- determined by the IEPC at the IEPC meeting.
- written on the IEP.
- derived from the Annual Goals(AGs).
- written in measurable terms.
- inclusive of the appropriate objective criteria for the measurement of the student's achievement.
- evaluated and reviewed at least annually.

"Performance Objectives" means a set of specific behavior statements representing measurable steps toward the achievement of the short term instructional objectives and the annual goals written in the individualized educaton program. Michigan Special Education Rules (R340.1701a.(j)).

The Performance Objectives(POs) are specific steps leading to the completion of the short term instructional objectives. POs break down the short term instructional objectives into small sequential tasks which are the focus of the educational programming for the student.

The POs are written by the special education personnel who are responsible for delivering the special education program or service to the handicapped student. The special education teacher writes the performance objectives for each of the students in self-contained classrooms. The teacher of speech and language impaired(TSLI) writes POs reflective of speech and language disorders of the regular and special education students. The school social worker(SSW) writes POs for those students experiencing atypical behavior within the the classrooms which inhibits their academic progress.

The special education teacher and the special service provider must be certain that their performance objectives include three components: (1) the behavior or skill to be learned (2) the criteria used to determine accomplishment of the behavior or skill and (3) the condition under which the student will perform the behavior or skill.

The lesson plans are then developed and reflect the POs for each student in the cognitive, affective and/or the psychomotor domains. The POs are referenced, reviewed, modified and evaluated as the student masters the steps of the performance objectives. They are often numerous to accomodate the duration of the individualized educational program.

Those students in the regular grades receiving the teacher consultant services have their POs cooperatively developed by the regular grade teacher and the special service provider.

All the performance objectives reflect more of a currucular emphasis which may be viewed as the student's weaknesses, progress and difficulties.

The development of concise POs by the special education teacher and the service providers offers:

1. An assessment of the student's academic progress in a specific deficit area

2. A feed-back of the teacher's formal performance

3. The selectivity of appropriate instructional techniques and materials to meet each student's academic and social needs

4. A communication of initiated and mastered skills to professionals, parents and the community

5. Curriculum and grade adjustments in the least restrictive environments

7. A varietyof instructional approaches for the regular and special education students.

Lesson plans are patterns illustrating the basic components for each required, planned learning experiences of the students. The special education teacher is responsible for the planning and executing of the plans related to the IEP annual goals, instructional objectives, and performance objectives in order to increase the ability level of the individual student.

Some considerations in lesson planning are to:

(1) know the task steps of the objectives which are to be achieved on a daily basis.

(2) know the sequential order of the lesson.

(3) know the alloted time for each activity.

(4) know the various resources and materials which are helpful in the lesson presentation.

(5) know the purpose in doing each activity.

(6) know that the student's peers can be tutors.

(7) know that she can validate any activity as a learning experience.

(8) know that her substitute plans are concise and informative in an emergency.

(9) know which activities are conducive to the emotional stability of the class.

(10) know how to be sincere in daily evaluations of one's own lesson plans.

(11) know how to be humorous.

The Educable Mentally Impaired(EMI) children vary: according to ages, academic achievement levels,learning styles, types of impairments and social behaviors.Therefore, it can be a frustrating experience for the classroom teacher to attempt to make the same teaching strategies and materials for all within the classroom. Adequate lesson plans for this group can be characterized by this detailed lesson plan procedure:

1. Give the title or subject planned for a duration of time.

2. Give the type of lesson being planned, such as a learning skills, a discussion lesson, a listening lesson, a construction activity, a planning lesson or a testing lesson.

3. List the teaching objectives in terms of
   a. knowledge to be learned
   b. attitudes to be developed
   c. skills to be practiced and drilled

4. Make a general plan for the lesson including the sequential steps toward achievement
   a. how will the lesson be motivated?
   b. what learning activity will be progressive?
   c. what will you do in regaining the focus on the main points of the lesson?
   d. how will the evaluation be conducted?

5. List the materials you plan for each lesson planned.

The format of the lesson plan is optional. Some local administrators want detailed lesson plans

in triplicate copies and others want the typical lesson plan format in order that they will be uniform with the staff and indicate a decrease in persual time.

If teachers remember:

Specific (going to do)

General (why)

Content (expected)

Procedure (how I'm going to do)

Evaluation (how much was accomplished), they will satisfy their local administrators and be in compliance with the monitoring team.

The objectives for the seven deficit areas of learning skills as written on the IEP in the daily lesson plans are:

I. HANDWRITING

II. LANGUAGE ORAL-WRITTEN

III. AUDITORY-VISUAL PERCEPTION

IV. READING

V. MATHEMATICS

VI. ATTENDING SKILLS

VII. MISCELLANEOUS

A. HEALTH

B. SOCIAL SCIENCE

C. SCIENCE

I. HANDWRITING

(PSYCHOMOTOR DOMAIN)

These handwriting activities include learning how to form letters and the identification of in writing their first and last names. Extended periods of fine-gross motor skills are provided in the gym as a class, also as a mainstreaming program.

AGs Improve fine-motor skills

IOs T.S.W demonstrate handwriting skills

IOs. T.S.W. learn the letters of the alphabet

PO1 Given a model of his first and last name TSW trace his name in a recognizable manner.

PO2 Given a model of the letters of the alphabet TSW tear the letters in a recognizable manner.

PO3 Given the picture dictionary TSW find the selected selected letter in the dictionary and say its name.

PO4 Given a worksheet of letters, TSW write the missing before the written letter (_b) __d).

PO5 Given a teacher made letter worksheet TSW write the letter after the given letter on the worksheet.

PO6 Given a model of his name, street, birthday and age TSW repeat the model in a recognizable manner.

PO7 Shown the 26 letters of the alphabet, TSW say the names of 20 of them orally.

PO8 Given one letter of the alphabet TSW say and write the next four letters in proper sequence.

PO9 Given a random list of upper and lower case letters, TSW identify any selected letter by the teacher.

PO10 Given a model, TSW write the matching upper and lower case letters.

PO11 Given 10 of the letters of the alphabet TSW repeat the handwriting format (touch down-curve to the left or right)

PO12 Given a letter worksheet, TSW find the same letter as the first letter in a series of letters.

PO13 Given a worksheet model of his first/last name in dots, TSW connect the dots.

PO14 Given a picture of a letter representative, TSW associate

the picture with the word.

PO15 Given individual letter cards, TSW spell his first/last name.

PO16 Given words starting with the upper and lower case letters, TSW match the words and say the letters.

PO17 Given a list of words TSW put them in A_B_C_ order.

II. LANGUAGE ORAL-WRITTEN
(COGNITIVE DOMAIN)

The art of expressive language is an interaction between individuals dependent upon learned skills of listening , speaking and writing. These skills have a positive relationship to intelligence and are difficult for the special child. Planned learning strategies in expressive language will aid the special student become a successful member of society. To this need, Daily Oral Language Written Expression (DOLWE) was designed by the Special Education Language Specialist in cooperation with others. The purpose of this program is to provide the Kindergarten - PU1 and Special Education with a daaily maintenance of activities to re-inforce their learnings in language usage, capitalization and punctuation.

A.G. Improve Language Skills

I.O. The student will demonstrate Oral Language Skills

PO1 Given five letters of the alphabet, T.S.W. say the letter which precedes and follows the given letter by the teacher.

PO2 Given eight objects or pictures and a model of categories T.S.W. say the names of at least six pictures and classify them into proper category.

PO3 Given 10 familiar pictures, objects or a model T.S.W. tell the function of at least eight of them.

PO4 Given a model of six pairs of things which are similar in function (egg-timer-clock) T.S.W. tell the common and uncommon properities of each pair.

PO5 Given a list of his classmates, T.S.W. say the first and last name of the student.

PO6 T.S.W. draw a picture of his choice and dictate a title for his drawing.

PO7 Given a statement T.S.W. answer to who, when, what or where in complete sentences each of the four kinds of command.

PO8 Given an incomplete story or incomplete pictorial representation of a story, T.S.W. complete the story orally in no less than three complete sentences.

PO9 Given five spoken words, T.S.W. tell examples of each of the five words.

PO10 Given a set of , two to seven, T.S.W. sequence all the pictures and dictate a story using at least the same amount of sentences as there are pictures.

PO11 Given a story beginning, T.S.W. tell in three sentences what happened in such a way that the relationship between the beginning and ending are logical.

PO12 Given a model or audio-representation, T.S.W. tell a

story in which he uses two similes, e.g. jump like a rabbit, fast as a jet.

PO13 Given the initials of the students on the board, T.S.W. say his initials.

PO14 Given a set of pictures from three to ten, T.S.W. sequence the pictures and tell a story using at least the same number of sentences as there are pictures in the set.

PO15 Given a taped story with pictures (four) with one sentence per picture, T.S.W. repeat the story by saying the sentence in sequence.

PO16 Given a simple topic, "What I did before now", T.S.W. draw three pictures and dictate a sentence for each.

PO17 Given a topic, After School I did_____, T.S.W. tell the class three things he did when he got home from school.

PO18 Given a part of a class event by the teacher which reveals events leading to a plot and logical ending, T.S.W. tell the best ending.

PO19 Shown two pictures(one happy and sad face) with a sentence describing each picture, omitting the words happy or sad, T.S.W. place his individual happy or sad face under each picture.

PO20 Given a teacher-made worksheet of four events relating to a given topic, T.S.W. cut the pictures out in a sequential order dictating a short sentence for each picture.

PO21 Given a short poem appropriate for Primary level I, T.S.W. say his assigned line of the poem for total class presentation.

PO22 Given a character from his reader, T.S.W. tell about the character to the class.

PO23 After listening to two short stories, T.S.W. tell in two sentences which describe the one similarity between the stories, e.g. character or actions.

PO24 Given a group of small and large construction paper animals (using the same color for the big and large animal) T.S.W. identify the animal he wants (I want the small

green dog or the big brown dog.

P025 From a selected game or activity during free time, T.S.W. describe in three or four sentences the directions for his game.

P026 Given an oral model of a complete sentence, T.S.W. repeat the complete sentence.

P027 Given a sentence fragment and told the missing part, T.S.W. say the part as a complete sentence.

P028 The teacher introduces the game, "I'm going on a trip and I am taking a bird" T.S.W. will repeat the word that is said before his turn until the last student who then repeats all the words.

A.G. Improve Language Skills

I.O. The student will demonstrate Written Language Skills

PO1 Given a worksheet divided into eight squares with a color name in each square and a line for writing the color name, T.S.W. write in the appropriate name for each color.

PO2 Given the topic, "Something which I like", T.S.W. draw a picture and write a caption for the picture.

Po3 Given a picture from the magazine, T.S.W. write three sentences explaining the action in the picture.

PO4 Given key words. happy, working or playing, T.S.W. write three sentences and illustrate each word in the sentences.

PO5 T.S.W. write three sentences using the correct language usage (capitals and periods) about a week-end experience.

PO6 Given an object or a picture, T.S.W. write six descriptive phrases which describe the picture or object.

PO7 Given a short sentence story, T.S.W. write the answer to the selected who, when, where, what or why questions.

PO8 Given a color sample sheet and a model of its four color words,T.S.W. write the name of the colored object.

PO9 Given a sheet of drawing paper, T.S.W. identify the dab of color that the teacher puts on the paper.

PO10 Given the 45 Pre-primer words of the Dolch Word list T.S.W. write the first ten words in a sentence.

PO11 Given the first 10 words of the Pre-Primer List (Dolch) T.S.W. spell the words with 85% accuracy.

PO12 Given a sheet of four pictures and a pair of happy/sad faces, T.S.W. write a sentence for the pictures and put a face beside the picture.

PO13 After listening to a recording of familiar sounds, T.S.W. identify the sound and write where it is heard.

PO14 Given four pictures of a main event in random order, T.S.W. arrange the pictures in order and write a sentence for each picture.

PO15 T.S.W. write three descriptive phrases for a seasonal bulletin board.

PO16 Given five words from a previous selection in reading T.S.W. write an example of the five words.

PO17 Given a letter of the alphabet, T.S.W. write the letter which precedes and follows.

PO18 Given the letters of the alphabet in sequential order omitting every fifth letter, T.S.W. fill in the missing letter.

PO19 Given groups of letters (four letters per group with one letter missing)T.S.W. write the missing letter.

PO20 Given a worksheet of initial blends (ie. tr, pr) T.S.W. write the missing word from the sentence clues.

PO21 Given a handwriting model, T.S.W. write his name, birthday, address and the day of the week in a recognizable manner.

PO22 Given a worksheet of pictures,T.S.W. write the picture words in alphabetical order.

PO23 Given a topic ie., Something which makes me sad, T.S.W. draw a picture and write a caption for his picture.

PO24 Given an experience story, T.S.W. draw and write the main idea. (Power Writing)

PO25 Given a nursery rhyme and a list of written descriptive phrases, two of which apply to the oral nattative, T.S.W. select and write at least two phrases which apply.

PO26 Given a list of 12 words taken from the student's story or from an audio visual representation, T.S.W. write a simile or metaphor for each.

III. AUDITORY-VISUAL PERCEPTION

(COGNITIVE)

These objectives will help those students with deficit auditory-visual discrimination skills. They have difficulty in integrating what they hear and what they see to successfully complete assignments, learn phonics and reading.

A.G. Improve Perception Skills

I.O. The student will improve auditory and visual perception skills

PO1 Given recordings of 25 sounds (telephone ringing, water running, etc) on a tape, or audio-flash cards, T.S.W. record the name of at least 20 sounds.

PO2 Given 5 sets of words, 3 in a set, 2 of which rhyme, T.S.W. state orally the two words which have the same rhyming element.

PO3 Given five objects and pictures which are similar but have differences as well, T.S.W. state 2 likenesses and differences for each pair of objects.

PO4 Given fifteen objects, or pictures of objects, of various sizes and shapes, T.S.W. name the shape of each object as being a circle, square or triangle and will further identify it by saying that it is larger or smaller than a similar object.

PO5 Given ten geometric shapes: circles, triangles and squares, T.S.W. reproduce at least a total of 9 shapes, in such a way that the triangles have 3 lines which meet in angles, the squares have 4 lines which meet in angles and the circles have a regular shape, not elliptical and not free form.

PO6 Given the following color cards: red, blue, yellow, green, purple, orange, brown, black and white, T.S.W. name each color when shown or show each color when named.

PO7 Given 18 objects or pictures of objects, depicting the colors red, blue, green, yellow, orange, purple, brown, black and white, T.S.W. select the two objects for each color and name the color.

PO8 Given setsof colors and color names, T.S.W. match each color with its color name.

PO9 Given a set of five pictures, T.S.W. correctly select all five pictures from sentence clues given by others.

PO10 Given 10 objects or drawings of objects and the word symbols for the objects, T.S.W. match each object with its correct name and tell what makes each different from the others.

PO11 Given 5 sets of five words, only three of which have the same beginning sound-letter, T.S.W. group those three in each set.

PO12 Given all the letters of the alphabet, in lower case and upper case letter forms, T.S.W. match the letters and name them.

PO13 Given two list of words, one consisting of words beginning with the lower case letters and one consisting of the of the same word beginning with capital letters, T.S.W. match the words by drawing lines to connect the two similar words.

PO14 Given the 26 letters of the alphabet T.S.W. name each of the letters in consecutuve order, and will also name or circle the letters of the alphabet when they are pointed to out of sequence.

PO15 Given an experience chart story which the student has shared in writing, T.S.W. identify words, phrases and sentences asked for, by naming and pointing to the correct wor or phrase.

PO16 Given material with ten words in three columns, each group with similar letter content but different sequence (saw, was, war) T.S.W. responding to dictated directions circle each word read by the caller.

PO17 Given 12 words with more than lo letters, six correctly spelled and six incorrectly spelled, T.S.W. select only the the correctly spelled words.

PO18 Given the 40 Pre-Primer Words of the Dolch Basic Word List, T.S.W. say each word and use it in a sentence orally.

PO19 Given the 52 Primer Words of the Dolch Basic Word List, T.S.W. say each word and use it in a sentence orally.

PO20 Given the 41 Level I Words of the Dolch Word List, T.S.W. say each word and read each word in a sentence when written on the board.

PO21 Given the 46 Words Level 2 Dolch Words, T.S.W. say each word and read the word in a sentence when written on the board.

PO22 Given a box of objects, T.S.W. recall objects added or removed.

P023 Given a box of objects, T.S.W. recall objects added or removed.

P024 Given a letter woeksheet, T.S.W. find the first letter in a series of letters.

P025 Given a worksheet of hidden pictures of objects, T.S.W. find the given object.

P026 Given a model of a paper chain, T.S.W. follow the pattern to completion.

P027 Given a simple puzzle of an object or scene, T.S.W. complete the puzzle in a given time limit.

Po28 Given or shown a model of an object, T.S.W. copy the object.

P029 Given an oral sentence, T.S.W. draw a picture representing what he has heard.

P030 Given a worksheet of rhyming words, T.S.W. color and read the rhyming words.

P031 Given a worksheet of articles which go into the house, T.S.W. cut, paste and classify the pictures.

P032 Given three sets of objects which show a relationship, T.S.W. sort and place them in the correct category.

P033 Given ten pictures of fruits and vegetables, T.S.W. classify the fruits.

P034 Given a model of different shapes, T.S.W. pattern the shapes to the model.

P035 Given a set of different sized construction paper circles, T.S.W. put the circles in a sequential order starting from the smallest to the largest.

P036 Given the store ads, T.S.W. tear out two pictures for three categories, eg., toys, clothes, appliances and paste them in the correct category.

P037 Given a list of ten words with the short vowels in the medial position, T.S.W. under the vowel and say the word.

P038 Given a worksheet of three sets of pictures, two of which show a relationship, T.S.W. fine the third one and paste it with the other two pictures.

P039 Shown a colored display of shapes, T.S.W. upon command execute the direction. (Mark, put the brown circles on my desk, please)

P040 Shown three pictures then the teacher removes one of the pictures, T.S.W. replace the missing picture in the set.

IV. READING
(COGNITIVE DOMAIN)

These reading objectives are listed in suggested sequential order for instructions at the pre-primary, primary and first grade as prescribed by Dort and the Assessment of Basic Curriculum Skills (ABCS). Dolch Vocabulary Words are listed at the pre-primary, primary and the first grade. The criteria can be changed to fit the performance level of each student in the EEA programs.

A.G. Improve Reading Skills

I.O. T.S.W. identify Letter-Sound correspondence

P01 Given ten picture words, seven of which have the same beginning sound, T.S.W. name the five pictures which have the same beginning sound.

P02 Given a list of ten words, T.S.W. circle and say the letter in the initial position.

P03 Given a list of ten review words, T.S.W. pronounce five of the words correctly.

P04 Given three sets of three words with the same initial consonant sound, T.S.W. say three additional words with the same sound.

P05 Given a letter of the alphabet in random order, T.S.W. search for three more words beginning like the one dictated from the word bank.

P06 Given a letter-sound correspondence sheet, T.S.W. trace the upper-lower case letters.

P07 Given a letter-sound correspondence sheetT.S.W. trace the letters and circle the words in the reading like the traced letter.

P08 Shown a group of six labeled pictures with the initial consonant missing, T.S.W. write the letter.

P09 Given a worksheet of five pictures depicting a familiar series of events such as, "Going to the Zoo", or "On My Way to school", T.S.W. cut and paste the pictures in one-two-three order.

P010 Given two objects, T.S.W. demonstrate the following concepts: up-down, over-under, in front of-in back of.

P011 Given a teacher made descriptive worksheet of the three pairs of concepts up-down, over-under, top-bottom T.S.W. cut out the small phrase cards and paste them on the correct pictures.

P012 Given a set of ten picture words from the word bank T.S.W. pronounce at least eight of them with clues from the teacher.

P013 Given words beginning with the dictated consonants T.S.W. say the initial sound for the letter symbol.

P014 Given a word pronounced by the teacher T.S.W. give another word with the same letter sound.

P015 Given a series of stimuli words, T.S.W. identify those words which begin with the same sound.

P016 Given a teacher made worksheet of Things, Food, People T.S.W. cut and paste the pictures in the correct categories.

P017 Given three word endings, im, at, and in, T.S.W. will write the rhyming word by adding a beginning letter.

P018 Given a series of pictures, T.S.W. arrange the pictures in correct sequence.

P019 Given a short scrambled sentence T.S.W. arrange the words in correct order making a complete sentence.

P020 Given a set of pictures describing spatial terms-up-down, on-off-or in-out T.S.W. select the dictated picture.

P021 Given a set of Safety words and designsT.S.W. identify each word or design.

P022 Given a reader worksheet T.S.W. select and say orally the main idea.

P023 Given the Dort decoding Level A card T.S.W. say and write the selected letter-sound correspondence for the day.

P024 Given a random list of upper and lower case letters T.S.W. identify any selected letter.

P025 Given words beginning with a consonant, T.S.W. relate the initial consonant sound to the symbol.

P026 Given a letter one at a time, T.S.W. select objects or pictures which begin with that sound.

P027 Given two words, T.S.W. tell whether or not they begin with the same sound.

P028 Given a list of five words with vowel combinations, T.S.W. underline the long vowel sound..

P029 Given visually a word and orally its name, T.S.W. select the word which has the same vowel sound.

P030 Given a list of five words, T.S.W. circle the vowel combination heard.

P031 Given six pictures of familiar objects, T.S.W say names that represent long vowel sounds.

P032 Given sets of component parts of compound words, T.S.W. pair the appropriate parts to form compound words.

P033 Given a list of 10 compound words, T.S.W. identify the two parts.

P034 Given a list of words which include contractions, T.S.W. identify the contractions.

P035 Given a set of words which can be contracted, T.S.W. identify the contracted form.

P036 Given a series of words containing contractions, T.S.W. identify the two parts.

P037 Given word endings T.S.W. develop a list of words with the same ending sounds.

P038 Given two sentences, T.S.W. indicate which sentence is the cause of something and which sentence is the affect of an event.

P039 Given an incomplete descriptive narrative, T.S.W. draw a conclusion from the information presented.

P040 Given a series of words, T.S.W. arrange them in sequential order. (i.e.) baby, child, adult).

V. MATHEMATICS (COGNITIVE)

The objectives presented in this area of mathematics are in sequential order of the individual's progress. Also, six basic categories found in Detroit's ABCS Test are:

1. Contrast and comparison
2. Number Concepts and Numeration
3. Computation
4. Time
5. Measurement
6. Money

A.G. Improve Math Skills

I.O. The student will develop Pre-Math Skills

I.O. The student will compute addition and subtraction problems

PO1 Given a set of small objects, T.S.W. form another set with equal amounts of numbers.

PO2 Given a set of objects, T.S.W. identify the amount and circle the numeral.

Po3 Given a set of objects, T.S.W. make another set that is the same and one more than the original.

PO4 Given a model, T.S.W. orally compute one and one, one and two, one and four and one and three.

PO5 Given a set of manipulative objects, T.S.W. make a selected set with one fewer.

PO6 Given the model 0-10, T.S.W. fill in the missing blank for the number.

PO7 Given two sets of objects (two sets of different numbers) T.S.W. place a length of yarn around the set with more members.

PO8 Given number cards one through five and five sets of objects, T.S.W. match number cards with the correct set.

PO9 Given a set of straws, T.S.W. make number combinations using both hands.

PO10 Given the direction, T.S.W. count to five as he says the name of the number one to five in proper order.

PO11 Given a model, T.S.W. write one, two, three, through to 10 and match the numeral to the words.

PO12 Given a set of ten straws, T.S.W. rubber band five straws and give them to the teacher.

P013 Given a model of two sets each having two to six members, T.S.W. pair the members of one set to another.

P014 Given three sets of things, T.S.W. manipulate them to compare with the concept of thin-thick, heavy-light, long-short, and large-small.

P015 Given a model of arithmetic vocabulary (i.e. smaller, biggest fewer and many more), T.S.W. respond to the correct answer when given the question by the teacher.

P016 Given a set of pictures-objects, T.S.W. point or say when an object is below, besides and between in relationship to one or more objects.

P017 Given an equivalent set of objects with not more than ten members in each, T.S.W. tell by matching each member in set A to a member in set B that there are as many members in set A as set B.

P018 Given two non-equivalent sets with not more than ten members in each, T.S.W. match each member in each set B and say which set has more members and which set has less.

P019 Given a simple line drawing of shapes, T.S.W. repear identifythe selected shape.

P020 Given a worksheet of shape patterns, T.S.W. repeat the pattern.

P021 Given a set of objects less than ten, T.S.W. tell how many members are in the set, he will then remove a given number of objects and tell how many are left.

P022 Given two sets less than 10, T.S.W. put the two sets together and tell orally how many are now in one set.

P023 Given two sets of objects or straws totaling no more than 10, T.S.W. tell orally how many are in both sets.

P024 Given a set of numbers 0-10 in random order, T.S.W. put the numbers in sequential order.

P025 Given a worksheet of one digit and one digit problems T.S.W. compute the sums.

P026 Given the model of the plus and minus signs, T.S.W. upon request identify each or both.

P027 Given two addition number sentences in horizonital form with sums missing (o-10) T.S.W. write the missing sums in the number sentence with or without the aid of counters.

P028 Given eight addition sentences with sums missing to 15, T.S.W. write the sums in the number sentences with or without the aid of counters.

P029 Given two sets of concrete objects whose sums are less than five, T.S.W. state the sum of the two sets.

P030 Given five vertically or horizontally written addition problems whose sum is less than 10, T.S.W. write the sum.

P031 Given five addition number sentence with an addend missing no greater than 18, T.S.W. write the missing addend in the number sentence.

P032 Given five subtraction sentences with the subtrahend missing no greater than 10, T.S.W. write the missing subtrahend.

P033 Given 10 vertically subtraction problems whose numbers total no more than five the student will write the difference.

P034 Given 15 subtraction problems whose sums total no more than eight, T.S.W. write the subtraction facts for the sets to eight.

P035 Given 15 horizontally written subtraction problems, T.S.W. write them vertically and compute their differences.

P036 Given a model, T.S.W. demonstrate knowledge of halves and fourths by identifying the fractional parts when presented as wholes.

P037 Given a complete list of the days of the week, T.S.W. repeat the days in sequential order.

P038 Given the following U.S. coins(penny, nickel and dime T.S.W. compare their values.

VI. ATTENDING SKILLS
(AFFECTIVE)

The learning of desirable social-emotional behavior is an on-going experience in the growth stages of children and is interrelated with other learnings. These skills may overlap into other areas but were primary objectives for this group of students in the EEA program.

A.G.. Improve Attending Skills

I.O. T.S.W. complete a five minute task without interruptions.

PO1 Given structured class discussions, lectures or instructions, T.S.W. demonstrate attending by some or all of the following: eye contact, nodding, hand-raising.

PO2 T.S.W. demonstrate one attending behavior per instructional task.

PO3. Given a task within his ability ability and a time limit T.S.W. pace his work to complete the task.

PO4 Given a set of directions, T.S.W. carry out those directions within a definite period of time.

PO5 T.S.W. demonstrate X number of attending behaviors per instructional task.

PO6 Given a period of unstructured time, T.S.W. choose a task he is capable of performing and complete it without it without the help of others.

PO7 Given a self-help task to complete, T.S.W. complete the task.

PO8 Given a task, T.S.W. work on the task at least three minutes.

PO9 During the course of the day, T.S.W. show a concern about the quality of work produced as evidenced by the neatness of the work submitted.

PO10 Having discovered an error on his own, T.S.W. attempt to correct the error and complete the task.

PO11 Given a returned assignment with X number of errors T.S.W. will correct the errors.

PO 12 Given an activity, the student likes to engage in and an activity the student doesn't like to engage in, T.S.W. arrange to do some amount of not liked activity before gaining access to some amount of liked activity.

PO13 When given an assignment and free time for a play session T.S.W. complete a large amount of the assignment.

PO14 When given an assignment and play time, T.S.W. give the directions for the game.

PO15 Given various forms of appropriate time, play or utility directions, T.S.W. follow.

PO16 Given at least two parts of directions to follow commensurate with the ability T.S.W. follow.

PO17 During the course of the day, T.S.W. choose a task, a game to play or the order of the item to be done and complete it.

PO18 The student when making a choice of a task will complete it with assistance.

PO19 Given a situation within another school-setting, T.S.W. decide upon the correct behavior and maintain the rules for that behavior.

PO20 Given four magazine pictures of people interacting, T.S.W. tell which picture shows cooperation in behavior.

PO21 Given or shown a list of emotions, T.S.W. discuss possible ways of expressing that emotion.

VII. MISCELLANEOUS

(PSYCHOMOTOR-COGNITIVE-AFFECTIVE)

A. HEALTH

B. SOCIAL SCIENCE

C. SCIENCE

These objectives of health, social science and science demonstrate the incorporation of Special Education AGs, STIOs and POs into the regular curriculum.

Social Language Objectives

The mastery of these performance objectives accelerates language development and enables the student to function in the social environment of the classroom and society.

1. In answer to the question, "What is your name?" the student will say both his first and last name.
2. The student will say all the letters in both his first and last name.
3. The student will write his first and last name without a model.
4. In answer to the question, "What is your address?" the student will say his house number in the correct sequence and his street name.
5. The student will say and /or write his birthday.
7. When asked, the student will tell both the first and last name of his/her parents or parent/or guardian.
8. The student will call his classmates by his/her first name.
9. Given his/her abbreviation for the name the student will respond that it is mine.
10. When given a message by one person, the student will repeat it to another without error.

Health

These objectives cover important affective and cognitive concepts for the student in understanding his/her own body.

PO1 T.S.W classify and explain 15 body terms.

PO2 Shown pictures of the eye, ear, hands or mouth, T.S.W. indicate the location and care of each.

PO3 Shown a picture of the eye or mouth, T.S.W. recall and draw pictures of things that they saw or ate for the day.

PO4 Given 20 food names, T.S.W. indicate whether the food is a meat or vegetable.

PO5 Given the question, "What happened to your sandwich?", T.S.W. trace the digestive system.

PO6 Given four pictures of the body parts, T.S.W. name the missing part when one is removed by the teacher.

PO7 Given a list of five scrambled body parts, T.S.W unscramble the words and place them on the Body Worksheet.

PO8 Shown pictures of nutritious food and junk foods, T.S.W. say which one is better for the health and development.

PO9 With the teacher's help, T.S.W. classify their lunch into proteins, carbohydrates and vitamin categories.

PO10 After viewing the film strip, T.S.W. state one reason why teeth decay.

PO11 After viewing the Eye and Ear film strip, T.S.W. state one rule for the care of each.

Social Studies Objectives

These Social studies Performance Objectives introduce the students to a cultural awareness program.

PO1 Given the Detroit Free Press, T.S.W. scan the paper for pictures of community helpers.

PO2 From the advertisement found in the want-ad section of the newspaper, T.S.W. list three occupations.

PO3 Given the newspaper, T.S.W. identify five things a family might need.

PO4 Given the newspaper, T.S.W. find three housing structures and make a collage of the different types of shelter.

PO5 Given the newspaper, T.S.W. read the symbolic weather forecast for the next day.

PO6 Given the newspaper, T.S.W. cut out pictures of clothing and tell the season they are worn and for what occasion.

PO7 Given a newspaper, T.S.W. cut pictures of the city. They will label the buildings, streets and traffic.

PO8 Given the newspaper, T.S.W. cut out letters spelling Detroit, then make word phrases starting with each letter in your city.

PO9 Given the newspaper, T.S.W. find different ways that people travel.

PO10 Given the newspaper, T.S.W. find two pictures of churches of two religions.

PO11 T.S.W. draw or cut pictures from the magazines of a supermarket, a department store, post-office, a school and a hospital and label them places.

PO12 Given the newspaper or magazine, T.S.W. write one sentence description of the service the worker provides from a list of service-workers.

PO13 Given the newspaper, T.S.W. find and cut out five electrical appliances and write the names to the S.S. Word List.

PO14 Given the newspaper, T.S.W. cut out three pictures of famous people in the city and identify them.

PO15 Given the newspaper, T.S.W. find an article of news about another city and place the article on the outline map of Michigan.

PO16 Given the newspaper, T.S.W. cut out six pictures of the outdoors, lakes, rivers and identify them by their terms.

PO17 Shown pictures of three types of families, T.S.W. draw his/her family.

PO18 Shown pictures of family members doing chores, T.S.W. then draw his/her home responsibility.

PO19 T.S.W. draw his neighborhood including the houses, stores, school and boarded-up-houses.

PO20 Shown the big poster, Children Around The World, T.S.W. learn "Hello" in two foreign languages.

Science Objectives

PO1 Given 20 science terms related to the environment, T.S.W. classify each to the given environment.

PO2 T.S.W. classify and explain five given terms, (catus) accordingly to its relative environment (desert).

PO3 Given a cardboard cut-out of the nine planet, T.S.W. order them in size from the smallest to the largest.

PO4 Given scra ch paper, T.S.W. follow directions for cutting out three different sized snowflakes and order them in sizes from the smallest to the largest.

PO5 Given a worksheet of animals, places and things, T.S.W. color and write the names from the dictionary.

PO6 Given a model of the parts of a flower, T.S.W. reproduce the model.

PO7 T.S.W. place the weather symbols on the calendar to denote the weather daily.

PO8 T.S.W. find two pictures in the newspaper showing pollution, such as, garabage pile up and debris around the school yards.

PO9 Given a model of a plant, T.S.W. put the cut-out pieces in the correct place and write the names of the part.

PO10 Given a work-sheet of non-living and living things, T.S.W. place an X on the living things.

E.E.A. Short-Term Instructional Goals

The Student Will:

1. practice writing and reading numbers to 30.
2. put sticks on the correct number told orally.
3. compute numbers with the sums less than 10.
4. identify consonant sounds to M.
5. continue to form letters A to Z correctly.
6. trace his name in a recognizable manner.
7. retell a story in three sentences.
8. follow two step directions.
9. correctly fasten his clothes.
10. print first and last name without a model.
11. attend to a five minute task without interruptions.
12. improve the matching of colors and shapes.
13. develop written language skills.
14. develop basic word skills.
15. develop number awareness.
16. develop sound symbol correspondence.
17. develop visual discrimination skills.
18. identify Dolch Words at the second grade level.
19. identify the letters of the alphabet.
20. develop auditory discrimination skills.

21. develop visual discrimination skills.
22. identify numbers to 25.
23. print name following a model.
24. identify initial consonant sounds.
25. select an activity to share.
26. identify the alphabet in random order.
27. identify numbers 11-50.
28. compute addition and subtractuin facts less than 10.
29. retell a story in five sentences.
30. identify the letters of the alphabet.
31. identify letter-sound relationship.
32. print first and last name without a model.
33. identify the letters from A to R.
34. identify numbers 1-10.

RECOMMENDATIONS

This descriptive study has revealed to the writer that, there must be continued involvement of the teachers, local administrators, psychologists and program supervisors with the total support and cooperation of all the planning staff to eliminate the low profile of the special education student.

First, an addend to the I.E.P. folder consisting of sets of Performance Objects, a time line of mastery skills and an evaluation sheet.

Second, a broader range of educational goals descriptive of a continuum of progress throughout the entire programs.

Third, the psychologists develop innovative, yet uniform types of testing procedures in the evaluation of a student to Special Education.

APPENDIX

APPENDIX

Some Suggested Educational Goals.....A

Character Profile.....B

Individual Monthly Performance.....C

Pupil Mastery Sheet.....D

Daily Teacher's Preparation Sheet.....E

Individual's Audit Performance Sheet.....F

Example of Past and Present Lesson Plans.....G

Some Suggested Educational Goals

Math Skills

1. Develop number skills
2. Recognize and write numerals
3. Understand the process and be able to use the basic skills of addition and subtraction
4. Understand the process and be able to use the basic skills of multiplication and division
5. Develop social uses of arithmetic

Motor Skills

1. Develop visual motor skills
2. Develop large/small muscles
3. Develop tactile discrimination skills
4. Develop auditory discrimination skills
5. Develop laterality and/or directionality
6. Develop visual discrimination skills
7. Eliminate number and letter reversals

Communication Skills

1. Develop listening skills
2. Develop speaking skills
3. Develop writing skills manuscript and/or cursive
4. Recognize and memorize letters of the alphabet in random order
5. Develop a sight vocabulary
6. Develop basic phonic skills
7. Develop reading comprehension skills
8. Develop skills to improve sustained attention

10. Develop expressive, receptive and associative language skills

Emotional

1. Gain control over impulsive behavior
2. Adjust to reasonable limits acceptable by social standards
3. Become more outgoing in relationship with peers
4. Improve school attendance
5. Improve self=esteem
6. Become more self-directing in relationship with peers and adults

General Information

1. Develop practical life-styles
2. develop visual and auditory attention

Character Profile

Name _____ Birthdate:_____

Behavior Management:

Instructional Approach:

Medication:

Comments:

Clinic#_____

D.PS. #_____

Teacher:_____

School :_____

AREA: _____ C

Monday	Tuesday	Wednesday	Thursday	Friday	POs Month
					AG:
					IO:

Pupil Mastery Sheet D

Date

Criteria T.M.Test Observation Log Standardized Test 90% Accuracy

Name

	Writing	Oral Language / written	Reading	Visual/Auditory Perception	Math	Social Skills	Misc.
Writing Conventions							
Structure							
Mechanics							
Dolwe							
Decoding							
Vocabulary							
Levels-Reality							
Main Idea							
Details							
Sequence							
Cause and Effect							
Generalizing							
Drawing Conclusions							
Inference							
Inference							
Operations							
Numerations							
Estimations							
Patterns							
Geometry							
Measurement							

Area:

PO:

Materials:

Procedure:

PO:

Materials:

Procedure:

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Materials:

Procedures;

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Materials:

Procedures:

PO:

Materials:

Procedures:

PO:

Materials:

Procedures:

PERFORMANCE OBJECTIVES SHEET

Name

Birthdate:

Current Level of Educational performance	Annual Goals	Short-Term Instructional Objectives	Performance Objectives

Comments

Evaluation Procedure

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LESSON PLANS Mittman WEEK OF September 16th to 20th 1985

			Subj. or Class
	A.G. To improve handwriting; letter identification	Students: X; Y; Z; A; B; C, D, E Time: 915-945	A.G. To improve Basic Reading Skills Same students as P- Handwriting + Time: 10 a.m. to 11 a.m. F, KG
MONDAY	I.O. The Student will demonstrate letter and handwriting skills P.O. 1. The Student will name and make one letter (Aa) of four letters [Aa, Bb, Cc, Dd] in an audible and recognizable manner. Mat. Big letter cards, paper, colored chalk (red) Teaching: The T. will make the 4 letters on the board and erase 3. (B, C, D) 2. The students will do the same after the teachers' action = Follow, do handwriting format (over) daily	I.O. The students will demonstrate letter-Consonant sound relationship skills. P.O. Given 5 words beginning with the Consonant b, the Students will name (relate) the initial sound to the symbol. Materials: S.F. letter/Sound Relationship Reading Worksheets Procedure: After the Student's do Picture reading the teacher writes responses on the board 2. The Students repeat after the teacher 3. We Place our hands on our mouth for feeling 4. The teacher erases the beg. sound 5. Individually the Students make the b while we say the word
TUESDAY	P.O. 2. Given an Aa letter/ Work Sheet with an apple on it, T.S.W. Color the apple red & trace the letter Aa in a recognizable manner Proc. The T. will demonstrate the P.O. 2 then the Students' will do the same action Mat. Worksheets T.M., Model, red Crayon P.O. 3 Given Scratch paper the student's will trace and name the letter Aa in an audible and recognizable manner from 4 tries Proc. 1. T.T. verbally demonstrates the P.O.3 pausing for Students response 2. Then the students try 3. Repeat (Depending on enthusiasm of the group	P.O. 2 The students will name 3 of 5 b picture Cards shown by the teacher Materials: Picture cards of unrelated objects Grouped into categories (etc. toys, animals, food Procedure: The teacher will show five pictures and subsequently remove three b pictures 2. The Students Say the missing pictures 3. The teacher will show 6 pictures from 2 Categories (toys, animals) 4. After three pictures are removed T.S.W. name and place them in their proper category
WEDNESDAY	P.O.4 Given handwriting paper the students will make 4 lines of the letter Aa in a legible manner. Proc. The T. demonstrates the letter Aa on the board and model at their desk, the 3 lines, Slanted lines, directions, middle line 2 T.S.'s will check own work and name the letter verbally to the teacher Mat. Handwriting paper, I Can (Manuscript) Do 1 p.3	P.O. 3 Given a b word pronounced by the T. the Student will say another word with the same beg. sounds. Procedure: The T. starts with "I'm going to Bobo Island. I will take a blue balloon, the student must repeat the prior b Word P.O. 4 Given a set of 2 picture Words the S.W. say if the two start alike Materials: A set of unrelated pictures (10)
THURSDAY	P.O. 5 The Student will name and make one letter (Bb) of four letters Aa, Bb, Ca, Dd Shown in an audible and recognizable manner Proc. 1. Same as Monday's .... erase Aa, Ca, Dd 2. Same as Monday's Mat. Same as Monday's + blue chalk P.O. 7 The Student will name and make one letter, Cc of 4 letters in an audible/recognizable manner Proc. Same as Monday's ... erase Aa, Bb, Dd Mat. Same as Mondays + Yellow Chalk	P.O. Given the same (3) sound relationship 1 Work Sheet the Students will read the 6 word sentence. Procedure: The Students repeat the Words after the teacher 2. Then they read together w/c me. Angel-I.O-The Student will show ordering Skill P.O. 1-Given 5 relative T.M. Sentence Cards, She will place them in sequential order on her desk. Materials: T.M. Sentence Strips, 'Text.' Phases and Puzzle, "Tim" p.p. 5-7
FRIDAY	P.O. 7 The Student will name and make one letter Dd of 4 letters Aa, Bb, Ca, Dd from Scratch paper in an audible and recog. manner Proc. 1- Same as Tuesday's.. 2- Same as Wednesday's 3- Same as Monday's - (Erase Aa, Bb, Ca Evaluation Day P.O- Given Colored cards of the Aa, Bb, Cc, Dd individually the Students will identify by naming/writing each	Procedure: The Student reads independently the Story/Strip Sentences 2 then She puts the sentence strips in order P.O. 2 Given I.O Known Words in random order T.S.W Construct a logical Sentence Materials: Word cards, handwriting paper Procedure: After identification of the Words to, teacher reads T.S.W writes from

Week of September 16th to 20th 1985

A.G. Improve expressive/receptive Language Skills
Students: Reading Group 10-10[55]

A.G. To improve Math Skills
I.O. Demonstrate Attribute Skills - X, Y, Z
I.O. Demonstrate Pre-Number Skills - A, B, C, D
T.S.W.

T.S.W. I.O. The student will demonstrate visual memory skills P.O1 Given five pictures T.S.W. pick out the one that does not relate to the short story read by teacher. Material: Selected short story, T.M. pictures of objects or events Procedure: The teacher reads the story 2. Places the pictures on the board 3. The student deletes the one not belonging	I.O. The Student will show classification skills P.O. Given a set of three to five objects two of which are alike, the S.W. pick up the two that are alike Materials: Crayons, toys, Text Math. p.1 Addendum Procedure: T.S.W. place the objects and do the activity on his desk. P.O2 Given a set of three to five objects all but one of which are alike, the learner will pick up the different one Procedure: The Same.	MONDAY
P.O2 The S.W. name 3 of 5 pictures shown to them Procedure: The T. will show 5 action pictures or toys etc. 2. After the T. removes 2 of them the student names the missing ones Material: Pictures of action words/ Object/actual things	I.O. Same as above P.O.3 Given two kinds of objects in a large set the learner will sort the objects into 2 sets according to characteristic Materials: blocks, beans, Procedure: Place the objects on the desks 2) The student sorts according to (tape) food/or color. I.O. The S.W improve numeration skills P.O.1 Given a numeral from the set 10, 20 ... and a supply of straws, the learner will form a set representing the given number	TUESDAY
P.O #3 Given 5 of the 40 Pre-Primer of the Dolch Basic Word List the Student will say each word and use the word in a sentence orally. Materials: Recorder, Dolch Word List Materials: Dolch Word cards, paper, recorder, List Procedure: 1) Calls/Says the words to the teacher 2) Uses the words in a Sentence 3) Writes the sentence 4) Records	I.O. The Student will show Attribute Skills P.O' Given a set of red and blue pencils the learner will pick up or show those objects of the same color. Materials: Pencils, Text Book p.2 Procedure. Orally identify the colors P.O2 Given a set of shapes the learner will pick up or point to those objects which are the same shape Materials: tree shapes Procedure: The Same	WEDNESDAY
I.O To improve visual discrimination P.O.1 Given 3 shapes (textured) the S.W. Circle the one like the 1st Materials: objects, pencil, DOLWE Bk. Procedure: The T. Shows how to place the shapes from L to R 2) Then the student find the same one 3) The S.W. Circle the same one P.O2 Given 3 different colored pencils Materials: The same as above	P.O.3 Given a set of a set of objects the learner will point/pick up those objects which are the same P.O4 Given a set of assorted colors the learner, when shown an object of a particular color, will pick out the same color from his set Same Procedure as above Materials: Text: p.3 - Asst. of objects	THURSDAY
Procedure: Same as above P.O 3 Given 6 pieces of candy (asst) T.S.W. pick out the one that is the same as the first Materials: Asst. candies - DOLWE Procedure: T.S. places the candies from L → R on his desk 2) Picks up the same one as the first and eats it P.O 4 Given 6 letters (cards)..... 70 Procedure: Same As Above	P.O 5 Given a set of two or more circles, triangles, square, shaped objects, and shown an object of one of these shapes the learner will pick up an object which is the same shape. P.O 2 - Independent Worker. Given orally any one of the following 20, 30, 40 ___ 90, the learner will say the counting sequence etc. 40 41 ___ 50 Materials. Text - Random House Week 1 lessons, 13, 14, 97, 100, 156 also	FRIDAY

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November 18th to 22nd, 1985

A.G. Improve Fine-Gross Motor Skills 9:15	A.G. Improve Language Skills T.S.W. 10:1935	A.G. Improve Language Skills	A.G. Improve Reading Skills 11:05-12 Noon T.S.W.
I.O. Print first and last name in recognizable manner (Rr; Ss; Dd; Rr; Kk; Ee;) I.O. Identify the letters of the alphabet (Mm; Rr; Jj; Kk) P.O.1, P.O.8, P.O.11	I.O. Demonstrate oral language skills (Mm; Kk; Ee; Ss Rr;) P.O.1 (letter identification) P.O.2 (Classification) P.O.3 (Category function)	T.S.W. - (Jj;) I.O. Demonstrate Written Language P.O.1 (Writing Color names) P.O.14 (Sequential order sentences) P.O.12 (Happy-Sad Sentences)	I.O. Identify letter sound correspondence (Kk, Jj, Dd, Ee, Rr, Mm, As;) P.O.1 (Beginning letter-word) P.O.2 (Beg. letter identification Dort Level A
P.O.6, P.O.13 Letters of Alphabet P.O.3, P.O.4 Handwriting Format Name, address birthday, city month	P.O.6 Dictate Caption) P.O.8 Completion in three sentences) P.O.1 (Review) P.O.3 (Review) (Appliance Function) Word/pictures)	P.O.10 Dolch first Five P.O.6 (Descriptive phrases) P.O.3 (Writing action Sentences) P.O.1 (Review Color Words)	P.O.11 (Concepts up down) P.O.14 (letter/Sound relationship D) P.O.6 (Tracing upper-lower case letter) Dort (Letter beg.in)
P.O.13, P.O.1 Name, first last) P.O.10 Matching Upper/Lower Case letters) P.O.1, P.O.3 Dictionary Practice)	P.O.3 Review P.O.4 (Classification like-unlike) P.O.5 (Classmates identification names-Soc. language) P.O.8 (Sentences Story recall)	P.O.4 (Finding & Writing action words) P.O.7 (Answering What questions) P.O.10 (Dolch Words in sentences) Review P.O.1, P.O.14	P.O.6 (letter-sound relationship-B-initial) P.O.7 (Circle the letter and beg. letter words-Pp) P.O.8 (Write missing L/S) Dort-letter G)
P.O.9, P.O.1 Letter identification handwriting) First, Last name) P.O.11 Letter Id) P.O.6 (Handwriting Format)	P.O.11 (What happened-Cause/Effect) P.O.14 (Sequential order in three Sentences) P.O.9 (Word examples some action words)	P.O.8 (Writing objects colored names) P.O.7 (Writing answer to Who questions) P.O.10 Review Dolch Words and Sentences)	P.O.4 (Sequential order) P.O.2 (letter identification - upper-lower case) P.O.5 (Initial letter identification) P.O.6 (letter tracing) P.O.10 Concepts Dort-letter G
P.O.1 (First, last name) P.O.6 Format) P.O.9 (Letter Match) P.O.11 (letter Uu, letter Yy ident.)	P.O.17 Subject: After I got home at 4pm - 3 sentences) P.O.19 Happy-Sad feelings - 3 sentences DOLWE DAILY Follow BookLet	P.O.11 Dolch Spelling Test P.O.16 (Reading Word example) P.O.22 (Put words in alphabetical order)	P.O.1 (Beg. letter Sounds) Rr P.O.3 Review P.O.34 (order of Scrambled Sentences) P.O.32 (Inference)

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A.G. Improve Auding and Perception Skills T.S.W. 15th to 24th	A.G. Improve Math Skills T.S.W. 10 o'clock	A.G. Improve Attending Skills T.S.W.	All The Students Mrs. Guide 2:45-3:30
I.O. Demonstrate Auditory and visual discrimination skills (Jj; Kk; R¹, R²; Ss; Ee; Mm P.O.¹ Auditory Sounds) identification P.O.² Rhyming Words	I.O. Develop pre-number skills and numeration (O, E, S, M, R¹, R²) I.O. Compute add. and sub. problems (KK; Jj; R²; P.O.¹ - One to one relationship P.O.² numeration P.O.⁸, P.O.¹⁰, P.O.¹³	I.O. Attend to a five minute task without interruption P.O.¹ (eye contact) P.O.³ (instructional task) Rr¹; Dd; Ss daily	I.O. Identifying the major function of the body parts Obj. Caring for the eyes P.O.¹ (Things you saw this am) Health
P.O.⁴ Shape ident. P.O.² Rhyming Words P.O.¹¹ Grouping Words by initial letters P.O.¹ Review	P.O.¹ - one to one relationship P.O.² numeration to 5 P.O.⁸ Compute add. sums ∠ 10) P.O.¹⁰ Compute add problems	A.G. Improve self-care T.S.W. correctly fasten his clothes [Mark] P.O.¹ Practical model P.O.² Check List Ss daily	I.O. The Students will identify the members of their families Obj. Seeing that all families have same needs Soc. Studies
P.O.¹⁰ Shape differences P.O.¹¹ Letter Word regrouping P.O.¹³ Matching L/u case letters P.O.²; P.O.⁴ Review	P.O.¹ one-to-one relationship P.O.² numeration to 7 P.O.² (one-more) P.O.⁸ numeral ident. P.O.¹⁰ oral ident. P.O.¹³ Pairing Numerals	A.G. Improve Social Skills I.O. T.S.W. Select an activity to Share [Dances] P.O.³ (During free time) P.O.² (During Gym Time) Dd,	I.O. The Students will identify the difference between the lie and the truth Buddy's Page old Wkly. Readers Character Building
P.O.²⁵ Closure Ability) hidden pictures P.O.²⁶ Pattern completion) P.O.²⁸ Copying P.O.¹³ P.O.², P.O.⁴ Review	P.O.⁴ hand Co-ordination P.O.⁶ (Missing numeral) P.O.² (Numeral identification) P.O.²² Shape ident. and Classification P.O.²³ Oral add. estimation	A.G. Improve Social Language Skills The Students Will daily: P.O.¹ Morning Greetings	I.O. The Students Will identify/See the difference in non-living and living Things (living - H2O, Sun, Science
P.O.²⁵, P.O.²⁶ Reviews P.O.³⁴ learning sizes P.O.³⁹ Visual Memory	P.O.¹ (one-to-one relationship) P.O.² (Numeration to 7) P.O.⁸ Object numbers P.O.²¹ Number classification P.O.²³ Oral add.	P.O.² Identify Adm. and Teacher by their last name P.O.³ (child-adult relationship)	Coordinating Periods Mondays' 10:25 Library Tuesday 2:45 Gym Friday 10:55

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